

Developing Your Career Path: Using the IM Core Competency Standards

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Session M21

The Information Management Specialists

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Learning Objectives

- Upon completion of this session participants will be able to:
 - Use competency models to promote and define skills and knowledge requirements for IM positions
 - Develop new job descriptions based on Canadian IM standards
 - Use assessment tools for career development and enhancement

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Competency Development

- FGIM:
 - Focus on Government IM community
 - Approved as Canadian standard
 - Competencies common to all IM community

ARMA:

- Focus on ARMA membership representing private and public sector RIM professionals
- Two year development process

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Why RIM Competencies?

- We are in an era of constant change
- Organizations have recognized the value of human capital
- Knowledge and skills need to be updated constantly
- The community is being recognized for its roles and responsibilities

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How Can You Use Them?

- Focus on the core sets of skills for the various IM positions
- Measure your own competence in the various areas and at stages in your career
 - Identify where you need to focus more
- Forms the basis of competency-based development

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What Are Competencies?

Competencies are the:

- Knowledge
- Skills
- Abilities and
- Behaviours

Required to perform work
and achieve results

Described in a way that
they can be observed
and measured



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Uses for Competencies

- To establish competency-based job profiles
- To establish career advancement standards
- To assess or self assess competencies and to identify learning needs
- To manage or self manage learning programs
- To recruit, select and hire personnel
- To create/revise job descriptions
- For training and development

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Uses for Competencies

- Of interest to:
 - HR professionals
 - IT peers and partners
 - Executive level management
 - Policy makers
 - Product developers
 - Vendor community
 - Educational institutions
 - Certifying organizations

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CGSB - 192.2-2009

Competencies of the Federal
Government Information
Management Community

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FGIM Community

- Managing information in
 - Records and document management
 - Library services
 - Archiving
 - Data management
 - Content management
 - Business intelligence and decision support
 - Information access
 - Information protection and privacy



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FGIM Competencies

- Common to all disciplines involved in IM in the Government of Canada
- Serve as the foundation for a Professional Development and Certification Program

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FGIM Competency Model

- Can be used alone or in conjunction with other tools for and by the IM disciplines for
 - Work descriptions
 - Job competency profiles
 - Organizational models
 - Staffing initiatives

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FGIM Competencies

- Behavioural competencies
 - Characteristics and values:
 - Observable behavioural descriptors
- Functional competencies
 - Describe and reflect the application and knowledge specific to IM
- Three levels within each competency

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FGIM Competencies

- Behavioural competencies
 - Client focus
 - Communication
 - Organizational and Environmental Awareness
 - Analytical undertaking
 - Planning and organizing



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FGIM Competencies

**BEHAVIOURAL INDICATORS FOR COMPETENCIES OF THE
FEDERAL GOVERNMENT INFORMATION MANAGEMENT COMMUNITY**

C1. BEHAVIOURAL INDICATORS FOR BEHAVIOURAL COMPETENCIES

C1.1 **Client Focus Competencies** (par. 5.1) — Identifying and responding to current and future client needs; providing service excellence to internal and external clients.

Level I (Par. 5.1.1)	Level II (Par. 5.1.2)	Level III (Par. 5.1.3)
Responds appropriately to clients' requests and clarifies mutual expectations	Acts to improve service to clients and addresses clients' underlying needs	Anticipates clients' needs
Behavioural Indicators	Behavioural Indicators	Behavioural Indicators
a. Identifies client needs and expectations b. Responds to requests efficiently and effectively c. Takes action beyond explicit request within established service standards d. Refers complex questions to the appropriate authority e. Meets client needs in a respectful, helpful and responsive manner f. Seeks feedback to develop a clear understanding of client needs and	a. Maintains ongoing communication with clients b. Regularly and systematically contacts clients or prospective clients to determine their needs c. Uses understanding of clients' perspective to identify constraints and advocate on their behalf d. Works with clients to adapt services, products or solutions to meet their needs e. Encourages co-workers and teams to achieve a high standard of service excellence	a. Communicates the organization's mission, vision and values to external clients b. Strategically and systematically evaluates new opportunities to develop client relationships c. Creates an environment in which concern for client satisfaction is a key priority d. Links a comprehensive and in-depth understanding of clients' long-term needs and strategies with current and proposed projects/initiatives

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FGIM Competencies

Functional Competencies

- Identification and analysis of IM requirements
- Design and development of IM rules, tools and resources
- Application, implementation and use of IM rules, tools and resources

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Functional Competencies

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- 6.1 **Identification and Analysis of IM Requirements** — Identifying, analyzing, assessing and defining the IM rules, tools and resources required to manage information to ensure the effective and efficient conduct of business and the delivery of programs and services.
- 6.1.1 *Level I* — Identifies issues that could have an impact on the ability to meet IM requirements.
- 6.1.2 *Level II* — Analyzes and defines IM requirements and assesses the effectiveness and efficiency of IM rules, tools and resources.
- 6.1.3 *Level III* — Defines emerging and future IM requirements.
- 6.2 **Design and Development of IM Rules, Tools and Resources** — Designing, developing and recommending the IM rules, tools and resources to meet the IM requirements identified in par. 6.1.
- 6.2.1 *Level I* — Recommends potential changes and improvements to IM rules, tools and resources and contributes to their development.
- 6.2.2 *Level II* — Designs and develops IM rules, tools and resources.
- 6.2.3 *Level III* — Develops strategies and approaches for the co-ordinated alignment and integration into business of IM rules, tools and resources.
- 6.3 **Application, Implementation and Use of IM Rules, Tools and Resources** — Applying, implementing, using and providing advice and guidance on IM rules, tools and resources to address the IM requirements identified in par. 6.1.
- 6.3.1 *Level I* — Applies, uses and advises on IM rules, tools and resources to support the management of information throughout the life cycle.
- 6.3.2 *Level II* — Implements and provides guidance on the application and use of IM rules, tools and resources.
- 6.3.3 *Level III* — Manages the implementation and strategies for the application and integration of IM rules, tools and resources into business.
7. **KNOWLEDGE AND EXPERIENCE REQUIREMENTS**

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FGIM Competencies

TABLE B1
Links Between Behavioural and Functional Competencies

Par. No.	Behavioural Competency	Par. No.	Supported Functional Competency and/or Specific Behavioural Indicator
C1.1	Client Focus	C2.1	Identification and Analysis of IM Requirements
		C2.2	Design and Development of IM Rules, Tools and Resources
		C2.3	Application, Implementation and Use of IM Rules, Tools and Resources
C1.2	Communication	C2.1 Level I a.	Identifies, assesses and provides advice on issues that could have an impact on the ability to meet IM requirements
		C2.2 Level I a.	Suggests improvements and contributes to the development of new IM rules, tools and resources
		C2.2 Level III c.	Formulates recommendations on how existing information sources may meet emerging needs
		C2.3	Application, Implementation and Use of IM Rules, Tools and Resources
C1.3	Organizational and Environmental Awareness	C2.1	Identification and Analysis of IM Requirements
		C2.2	Design and Development of IM Rules, Tools and Resources
		C2.3 Level II a.	Interprets strategies and plans and implements new or improved IM resources
		C2.3 Level III b.	Advises on institutional legislation, policy, strategies, directives, and business and project plans to ensure IM-related considerations are addressed where applicable

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FGIM Competencies

- Knowledge and experience requirements
 - General knowledge and experience
 - Level I: Essential
 - Level II: Extensive
 - Level III: Comprehensive and a minimum of five years experience in IM in the federal government

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ARMA International Competencies

An Overview

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ARMA Community

- Records and Information Management Professionals
- Majority of participants in developing from the private sector
- Participants from US and Canada



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ARMA Competencies

Consist of levels and domains

- Levels:
 - Four – entry level to executive level professional
- Domains:
 - Six
 - Business functions
 - RIM practices
 - Risk management
 - Communications and marketing
 - Information technology
 - Leadership
- Supported by task statements with knowledge and skills

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ARMA Competencies

- Level one: Entry level position within an organization with no previous RIM experience
- Level two: Prior RIM knowledge, skills and experience
- Level three: “seasoned” practitioner with extensive knowledge of design, implementation and management of RIM program and staff
- Level four: Executive level, making strategic decisions, partnering with exec. Management, etc.

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Domains: Business Functions

- Business functions
 - Supervision of RIM staff
 - Budgeting
 - Customer service
 - Identifying and mapping work processes
 - Strategic planning and input to management

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Domains: RIM Practices

- Manage records from creation, processing, distribution, organization, storage and disposition
- Support decision-making, litigation, organizational efficiency, regulatory and legislative compliance

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Domains: Risk Management

- To control the level of risk exposure of the organization
 - Risk analysis
 - Identifies the probabilities of records being lost or damaged
 - Risk assessment
 - Examines the known or anticipated risks to records and information
 - Business continuity and disaster preparedness

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Domains: Communications and Marketing

- Required to champion and sell the RIM program through reports, presentations, general communiqués
- Developing successful business relationships to promote the value of RIM, the program and compliance

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Domains: Information Technology

- Develop, maintain and use information systems, software applications
- Create requirements for electronic repositories
- Evaluate and select products
- Emerging trends in technology and the impact on RIM

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Domains: Leadership

- Strategic thinking
- Motivating and guiding
- Mentoring and supporting

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Task Statements

- What activity is performed?
- To whom or at what is that activity directed?
- How is the activity accomplished?
- Why is the activity performed

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ARMA Competencies

Level 1: Business Functions

Level 1: This level RIM practitioner is defined as holding an entry-level position in the RIM profession requiring no previous RIM experience. Participants at this level should be acquiring basic, foundational knowledge and skills for the RIM field and have a basic understanding of what records and information management encompasses. A person at this level may or may not have an undergraduate degree or work experience in another field.

Domain: Business Functions

Level 1

Business Functions: This domain pertains to the knowledge and skills necessary to administer, implement, or maintain the non-RIM specific functions an organization performs, or needs to perform, to achieve its objectives. Examples of business functions include the supervision of RIM staff, budgeting, providing customer service, identifying and mapping work processes, providing input to management, and strategic planning.

Provide input to management based on current and projected workload. (010101)

Knowledge of:

- Organizational policies and procedures

Skills:

- Identify, compile, sort, organize, and record appropriate data
- Communicate results and findings effectively

Identify, document, and provide input to management related to business processes to improve the quality of the RIM program. (010102)

Knowledge of:

- Daily routine and task assignments
- Basic RIM principles
- RIM best practices
- Basic written communication

Skills:

- Communicate the task sequence of RIM processes effectively

Provide input to management regarding needs for more effective facility layout to improve information processing and delivery. (010103)

Knowledge of:

Skills:

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ARMA Competencies

Level 4: Risk Management

Domains: Risk Management

Level 4

Risk Management: This domain pertains to the knowledge and skills necessary to proactively mitigate and manage the potential for damage to or loss of records and information. Two risk management components—risk analysis, which identifies the probabilities that records and information will be damaged or lost, and risk assessment, which examines known or anticipated risk to records and information—are key concepts to systematically controlling the level of risk exposure of an organization. Additional risk management components from an operational perspective are business continuity and disaster preparedness and recovery.

Implement a strategy to identify and mitigate potential RIM risks. (440301)

Knowledge of:

- Organizational business, legal, and regulatory requirements
- Organizational business plans, goals, and objectives
- RIM program goals, objectives, capabilities, and principles
- Merger and acquisition impacts
- Internal and external processes and associated RIM-related vulnerabilities

Skills:

- Forecast RIM management risks
- Articulate, report, and communicate risks
- Evaluate and mitigate organizational risks and follow due diligence procedures
- Identify, develop, and implement solutions
- Assess the RIM programs of organizations that are potentially to be acquired

Develop and implement organizational RIM compliance management strategies and enforce approved corrective actions. (440302)

Knowledge of:

- Organizational business, legal, and regulatory requirements
- Organizational business plans, goals, and objectives
- RIM program goals, objectives, capabilities, and principles
- Project management

Skills:

- Collaborate with IT relevant to application of technology to achieve RIM principles
- Partner with senior management regarding compliance enforcement processes
- Communicate appropriately for the task verbally and in writing
- Review information management and

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Comparing the Competencies

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Similarities <ul style="list-style-type: none"> • Address behavioural and functional competencies • Cover levels within each grouping • Provide the user the opportunity to pick and choose within the groups | <ul style="list-style-type: none"> ■ Differences <ul style="list-style-type: none"> • Approach differs with domains and functions • Groups that created them vary – so content differs • Levels have different focus |
|---|---|

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Information and Communications Technology Council Competencies

- Six career clusters
 - Software products cluster
 - Infrastructure cluster
 - Management cluster
 - Hardware products cluster
 - Testing/quality control cluster
 - Documentation and training cluster
- Broken into workstreams, key activities and related competencies

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Using the Competencies

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The Building Blocks

- Identify levels of responsibility
- Develop
 - domains/functions/behavioral/task statements
- Create job descriptions
- Provide guidance on creating a career strategy
- Develop a communication plan

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Personal Development

For personal assessment, career planning and development to:

- Identify gaps between present knowledge and skills sets and those required to move up the ladder
- To manage performance and career goals and objectives
- To identify training goals and objectives as part of a performance management strategy

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Personal Development

- Assess your level of performance
 - Little proficiency; low; moderate; high; complete proficiency
- Identify methods for courses and related training, job assignments, etc
- Create a professional development plan with goals and timelines
- Reassess your competency level regularly to help your career advancement

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ARMA Self Assessment

- Designed as a self-evaluation tool
- Allows RIM professionals to
 - Document strengths and areas for improvement in performance reviews
 - Identify areas for personal development and growth/training
 - Show potential employers where the candidate lies in the overall professional assessment

<http://www.arma.org/competencies/index.cfm>

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Sample Assessment

Welcome

Definitions

Self Assessment

Level 1 ▶

Level 2 ▶

Level 3 ▶

Level 4 ▶

Gap Analysis

Level 1

Level 2

Level 3

Level 4

Contact Us

Self Assessment

Level 2, RIM Practices (Domain 2 of 6)

You do not have to complete the entire Self Assessment at one time. However, we do suggest that you complete an entire domain at one time as those competencies are related.

Directions:
Complete the proficiency ratings for each task statement on the following pages by reviewing the legend then selecting your star rating. To identify the knowledge and skills needed to successfully perform a task, click on the Show Details image.

Show Legend

1. Evaluate, assess, and recommend appropriate media and practices for RIM program.
 ☆☆☆☆☆ Not Rated Show Details
2. Conduct research to provide input into the design of the records and information management systems.
 ☆☆☆☆☆ Not Rated Show Details
3. Assist in the design of records programs by relating business processes and legal and operational issues to records management requirements.
 ☆☆☆☆☆ Not Rated Show Details
4. Perform survey of RIM program by business unit function and requirements.
 ☆☆☆☆☆ Not Rated Show Details
5. Make recommendations on drafting RIM policies and procedures by reviewing and analyzing RIM systems and requirements in line with RIM best practices.
 ☆☆☆☆☆ Not Rated Show Details
6. Develop methodology and procedures for describing records/archives and the systems that create them.

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The Benefits of This Approach

- Jobs are clearly defined against a set of standards that are recognized
- Staff
 - Have a direction for personal growth and advancement
 - They can identify gaps and opportunities to fill those gaps through courses
- Management clearly understands what IM skills are and what each level is expected to do

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Competencies: Creating your own path....



The tools are here!
Try using them

www.arma.org
www.techstreet.com



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